

A COMPARATIVE STUDY OF THE PATTERNS
OF ELEMENTARY EDUCATION IN DIFFERENT
STATES OF INDIA IN THE LIGHT OF THE
RECOMMENDATIONS BY THE INDIAN EDUCATION
COMMISSION

by

Sri R. Venkatachari, M.A., B.T.

Guided by:

Dr. Sharada Devi,
Senior Research Officer,
Department of Teacher Education,
33, Chhatra Marg,
Delhi-7.

Submitted in partial fulfilment of the
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CHAPTER - I

I N T R O D U C T I O N

Through education a society transmits its way of life to succeeding generations. Education is thus a social activity. All forms of human society make some kind of educational provision for this purpose. The form of education provided is determined in large part by the values of the society. Since physical, social, and economic needs differ from community to community, the education system, its curriculum, methods and technique differ.

India - land and its people

India is the second biggest country in the world next only to China from the point of view of population. From the points of view of area India occupies the seventh place in the world, her area being placed almost 1.3 million square miles. There are many languages spoken in India by the people and the Indian constitution has recognised 15 languages. India still consists of villages and more than 80% of the people live in rural areas. Almost all the religions in the world are found in India to-day.

Despite apparent diversity found among the people of this country, number of languages spoken in

its different parts and marked variations in social customs and manners, there is a striking unity among the nationals of the country. There is a fundamental band of unity among people from the great Himalayas in the North to the Capecomorin in the South. There is a common approach to life and their aspirations also are the same.

Education in India

Indian education so far did not picture the culture, traditions and values of the society. This may be due to the educationists or planners not approaching the problem in a comprehensive way. Previously the planning was done piece-meal. This was revealed by the reports of the five earlier commissions appointed by the Government of India. University education and secondary education were studied by those commissions as separate units. Sargent Plan in 1944 took a comprehensive view of education. But this was not given a fair trial. So again a need arose to appoint an education commission to advice the Government on the general principals and policies for the development of education at all stages and in all aspects.

The education commissions report in the beginning of the fourth five year plan has brought into the scene lot of thinking on education, its expansion

and improvement in all its spheres. Everybody is thinking that this report has the potential to shape the entire National system of Education. Education Ministries are also advised to implement in a 'big way' the recommendations of the Education Commission which require comparatively less expenditure. This report gives emphasis to primary education.

Primary education in the Scheme of general education

The general education could not be improved unless primary education is taken care of. This thinking of dividing Primary and Secondary have become invalid. On the same set of principles Primary and Secondary should be designed. For a proper planning the entire pre-university period of education should be treated as one stage. The commission also have this in view and suggest a ten year of schooling for general education. But to fulfil the directive principles of the constitution, primary education should get prominence. The parliamentary Committee on education has stressed the universal compulsory education. So it is necessary to focus the attention on Primary Education, its structure and needs.

Can there be a National Pattern of Elementary Education?

There is a large group of persons in India who use the expression of National system of education. But education is a state subject. According to the resources, culture and traditions, the state have developed their Elementary Education Pattern. Though there need not be any rigidity of pattern, a certain general frame work on the basis of the national policies and objectives may be followed so that easy exchanges are possible between different parts of the country which in turn will pay the way for National integration. The need of the study.

It is not clearly known what should be the years of schooling for Elementary Education? What should be its curricula? The types of evaluation, the qualifications of teachers are still undecided. At the national level it is difficult to picture the pattern of Elementary Education. While in countries like Australia and America we can come out with a clear picture but in India a person would become more confused where he looks at the Primary Education system in different states. So to evolve

a general frame work for Elementary Education on the basis of some of the good features of Primary Education obtaining in different states to day the study of the current pattern of education is necessary. The need becomes greater as the Education Ministry, Government of India has started formulating a National policy of education based on the recommendations of the education commission, which will serve as a frame of reference to enable state and Central Governments to make up their minds on the crucial issues facing educational development. Further, even to implement the universal compulsory free education in all states before 1981, a picture of Elementary education obtaining in each state is necessary.

Statement of the Problem

The problem selected may be stated as follows:-

" A comparative study of the patterns of Elementary education in different states of India in the light of recommendations by the Indian Education Commission".

Definition of terms:

Pattern :- Education Commission uses the word 'Pattern' synonymous to structure. Chamber's

Twentieth Century dictionary gives the meaning as a thing to be copied or a design repeated indefinitely.

Elementary education : Elementary education is used here to mean education of children both boys and girls in the age group 6-14 which corresponds to instructions in standards I-VIII.

Prior to 1947 the expression "Primary Education" was used in all India Documents, although the exact nomenclature of the stage of education was different . In the past independence period the expression 'Elementary Education' was used to denote classes I to VIII and "Primary education" to denote only classes I to V.

Indian Education Commission:

The Commission appointed by the Government of India by resolution dated 14th July 1964 to advise Government on the National pattern of education under the chairmanship of Professor D.H. Kothari. The Commission took 21 months to complete their work and brought a report of National importance.

Studies in the field:

There are studies on primary and

Elementary Education at the state level touching the problems like "Indigeneous system", "Growth of Elementary Education", "Stagnation and Wastage". The world survey of primary Education Volume II, The Indian Year book of Education 1964 and Educational studies and documents No 41 of UNESCO give a picture of Elementary education. But this study of educational pattern of different states is unique by itself.

Scope of the present study:

This study measures the pattern of Elementary Education, the duration of education, and matters allied to it, working days, managements, courses of study, medium of instruction, examinations, training and qualifications of teachers, supervision and administration.

Limitations of the study:

This is a normative survey. Neither problems are located nor analysed. Statistical information were not sought to substantiate responses.

Sources of Data:

The primary source of data lies in persons associated with the policy making and executing

functions of Elementary education in different states. It also lies in actual field works, working in primary schools. The reports of Public Instruction of various states, syllabi of elementary schools, committee reports on the various developmental aspects of primary education, teacher educators training primary school teachers, form the secondary source.

Tools that can be used:

Such a normative survey can be made by the following tools:

- (1) Reports and records
- (2) Expert information
 - a) Questionnaire
 - b) Interview

In the coming chapter the procedure and technique of the tools employed would be discussed at length.

CHAPTER - II

TOOLS, TECHNIQUES & PROCEDURE

The frequently used techniques for a normative survey method are interviews and questionnaires. So this study collects the data by the above two techniques. The plan of the tool used would be described below.

Interview

At the time of the investigation, the Department of Teacher Education was running a Diploma course of nine month's duration for the Teacher Educators serving in Elementary Training institutions of different states in the country. As these teachers educators were primarily engaged in preparing primary school teachers in their respective states, it was thought an interview with them would provide sufficient data for the study. An interview schedule was prepared under the following headings.

- (1) Nomenclature
- (2) Years of schooling
- (3) Age of entry and compulsion
- (4) Managements in the field
- (5) Courses of study
- (6) Text books
- (7) Examinations

- (8) Staff and their qualifications
- (9) Supervision and inspection
- (10) Grants
- (11) Special schemes to improve elementary education.

The teacher educators were requested to give out their experiences freely and the investigator noted the salient features under each one of the headings while they were narrating.

Then a seminar was held on the status of primary education and a teacher educator from each state read a paper on the status of elementary education. The investigator participated in the seminar and took notes. At the end of the seminar, the investigator reviewed the position of Elementary education in different states horizontally and vertically. The teacher educators were requested to verify the information given by the investigator. Though this data was obtained from the secondary source, this was given the primary importance in the analysis because of the direct involvement and face to face contact of the representatives of different states.

Limitations of the tool

As four states were not represented in that course, the study was limited to the states represented. The states not represented were, (1) Assam (2) Orissa (3) Punjab & (4) Uttar Pradesh.

Questionnaire

The questionnaire tool was used to collect data from the primary source like secretaries to Education Departments, Directors of Education and the Principals of State Institutes. All the three sources were tapped by the same questionnaire to avoid non responses.

Frame of the questionnaire

It has six parts and each part deals with one aspect of elementary education. These parts were arranged because of the experience which the investigator had with the teacher educators. Questions under each part were framed using the same words used by the Indian Education Commission, like sub-stage, and first level of education etc. Open end questions were introduced wherever necessary, when it was felt that structured questions would not bring a clear picture or a complete and full answer.

The first part deals with the pattern of elementary education. The questions that fall under this part divide themselves into nomenclature, years of schooling, managements, working days in a year, hours of school day, and provision for free education.

In the second part questions were asked on the courses of study, medium of instruction and text books, 'Examinations' is given the third place, teachers, and particulars regarding their general qualifications, professional qualifications, years of training required and scales of pay occupy the fourth place. In the fifth part information is sought on supervision and administration. An open end question is introduced as the last item to record the respondents, observation regarding the special schemes to improve Elementary education.

Precautions taken

(1) Care was taken to make the responses reliable and valid.

(2) Considering the time factor the length of the questionnaire was shortened.

(3) To facilitate quick response the questionnaire was despatched in the name of the Head of the Department of Teacher Education, NCERT, Delhi.

(4) The possibility of the questionnaire being retained for their personal use without being duly answered was averted by sending two copies to each official.

Administration

The questionnaires were mailed to all the three kinds of officials connected with Elementary Education in different states.

Population

All the fifteen states of the Indian Union were taken for the study.

Responses

The following table indicates the responses from different states:

State	Secretary	Director of Edu.	Principal of S.I.E.	Total/%
1	2	3	4	5
Andhra Pradesh				
Assam				
Bihar			50%	50%
Gujarat		50%	50%	100%
Jammu & Kashmir		50%		50%
Kerala		50%		50%

1	2	3	4	5
Madyapradesh			50%	50%
Madras			50%	50%
Mysore				
Orissa				
Punjab		50%		50%
Rajasthan			50%	50%
Uttar Pradesh				
West Bengal		Total = 27%	40%	= 60%

Analysis of the responses

There is 60% of responses both from Directors of Education and Principals of S.I.Es. 40% of State Institutes in different states responded to the questionnaire whereas 27% of states responded to the questionnaire from the level of Directors of Education. The responses from the Secretary's level were nil.

The inferences that can be attempted on the analyses will be as follows.

(1) The Secretary^s might have directed the Directors of Education to furnish the particulars. This was also true because the investigator had a letter from the Secretary Education Department, Kerala

that the questionnaire was sent to the Director of that State for reply. The main purpose of the investigator sending the questionnaires to the Secretaries was to make the Secretary, direct the heads of Departments to answer the questionnaire. Here the aim of the investigator was fulfilled. It should not be inferred that the non responses of the Secretaries, mean that they were not interested in the field of Elementary Education.

The State Institutes of Education of different states are responding very quickly for any information needed by the N.C.E.R.T., as they are the state wings of the above organisation. Highest percentage of responses lie with this organisation. There is one state - Gujarat, where Director of Education has replied the questionnaire independent of the S.I.E. S.I.E. of Gujarat has also responded to the questionnaire. There were no responses from Andhra Pradesh, Assam, Mysore, Orissa, Uttar Pradesh and West Behgal. But the investigator could get particulars for Andhra Pradesh, Mysore and West Bengal from the Teacher Educators. So the States left out from the study are Assam, Orissa and Uttar Pradesh.

The analysis of the data in the succeeding chapters will be made out of the information obtained or gathered from twelve States.

CHAPTER-III

STRUCTURE OF ELEMENTARY EDUCATION

In this chapter the nomenclature of Elementary Education, the duration of the course, working days in a year, aspects of free and compulsory education and kinds of managements as obtained in different states are reviewed.

Nomenclature:

Though, as even in 1948 the Govt. of India issued a National Policy that the pattern of Elementary education in India would be 'Basic Education' the name derived from this system of education does not find the current coinage in most of the states. Only in Bihar the Elementary schools are called Basic Schools. In the rest of the states, the 'Elementary School' is called the 'Primary School'

The following table will reveal the structure of Elementary Education in different States:

TABLE I

State	Name	L.P.	U.P.	Integra.	Age	No of work- ing day	No of Hrs.
1	2	3	4	5	6	7	8
1. Andhra Pradesh	Primary	-	-	7	6+		
2. Bihar	Basic	5	3	-	6	256 242	5
3. Gujarat	Primary & Basic	-	-	7	5+	246	5½
4. Jammu & Kashmir	Primary & Basic	5	3	-	6+	200	6

1	2	3	4	5	6	7	8
5. Kerala	Primary	4	3	-	5	200	5
6. Madhya Pradesh	Primary	5	3	-	6	210	5
7. Madras	Primary	5	3	-	5+	220	5½
8. Maharashtra	Primary	5	3	-	6+	224	6
9. Punjab	Pri. & Basic	4	3	-	6+	240	5½
10. Rajasthan	Primary	5	3		6+	220	6
11. West Bengal	Primary	5	3		5+		
12. Mysore	Primary	4	3		5+		

From Table 1 it can be seen that the first level of education in all states is Primary Education. In states like Gujarat J & K. and Punjab, both the names are used. This means, both types of schools are coexisting. After the education Commission's Report, the name of Basic Education, ^{loses} its identity as aptly described by A.N. Jha, a member of the Education Commission "What is there in a name"., when all the salient features of that system of Basic Education are incorporated in the ordinary Primary Education - by the introduction of a new concept "Work experience", The name Basic Education might have also been dropped in the nomenclature because of the National Programme launched by the Ministry of education under the caption "Orientation of Elementary Schools towards Basic Pattern.

Years of schooling

A cursory glance of Table 1 will again reveal the duration of Primary Education ranges between 7 & 8 years and that too in most of the cases it is split into 5 + 3 or 4 + 3. Only in two states they form one integrated 7 years duration. In Maharashtra, as there are three geographical regions both the patterns 5 + 3 and 4 + 3 are prevalent. The upper Primary period or Middle school period is the same for all states. But only the lower Primary shows fluctuation. According to the Education Commission, the period of Primary Education should be of 7 years duration. So lower Primary *should be* reduced by one year in all the states where it is in ⁵ years now. The M.Ps committee on Education which recently met in Delhi to advise the Govt. on their National policies, has recommended for 8 years of Primary Education. There is no definite understanding on this issue of duration of the course. This has to be taken note of because it is one stage of Education where most of the children will be diversified or channelised without straight away entering the next stage of education i.e. Secondary Education. So when the question of shortening the

duration comes, the factors like age of entry, Curriculum, finance have to be taken note of.

Age of entry

This has a close link with the previous one which has been discussed. Table 1 will reveal the age ranges between 5 and 6 years. Actually it may be 4+ to 7 or 6+. In Kerala it is 4+ and in Punjab 7. But in 5 states it is 5 and 5+. At this point it will be worthwhile to consider the suggestion of Dr. Zakir Husain who advocates the raising of age of entry to school. He thinks that the results would be better and quicker and at the same time wastage would be less. In advanced countries like U.S.A. and Japan, the age of entry is 6+. Only in U.K. it is 5+. This age of entry has a lot of impact on free education, compulsory education, curriculum and wastage and stagnation. The Commission is of the view that the age of entry should be 6+. A National decision is necessary because we want to have a uniform pattern at the collegiate level. Age of entry into Elementary school would affect the age of entry at the University level. This would be brought home more clearly by the recent circular of the Govt. of Kerala by fixing the age of entry to the pre-university as 13+. If a decision is not taken at the National level,

then there could be no uniformity in the school stage. Some pupils would be made to wait and waste their time without being able to join the collegiate course if the age of entry is not decided at the Primary level. This could not be attempted superficially because this problem involves finance and Public opinion and curriculum changes. The age of entry has got a direct bearing on compulsory education.

Compulsory education:

The constitution at the present instance insists on 5 years of compulsion. All the states have introduced this five years of compulsion. But the study does not make a statistical survey on the percentage of compulsion. From surveys already made, Kerala stands first in enrolment and Madras the second. Rajasthan has still to make head way in bringing more children to school. The Education Commission wants 7 years of free compulsory education. For this all states will have to make efforts and also the Govt. of India should give proper guidance and financial help.

Free Education

To implement the compulsory education one of the prime factors is free education.

Subdivision⁹ing of Part I analyses this aspect. Jammu and Kashmir stands unique in providing free education upto college level. Madras comes next and it provides free education upto the Secondary school stage. But in all other states education is free upto the Elementary School stage. In those states where Elementary education is free upto primary school stage, they have made provision for free education for girls and schedule castes upto Secondary school stage. In Rajasthan, Govt. servants who are not paying income tax can educate their children without anycost upto college level. The Education Commission states the ultimate goal of India should be to provide tuition free education at the school stage.

School fees

Responses are nil⁶ to subdivision 12 of question 1. This may be due to variation of rates of fees and no uniformity at the state level. But when a probe is made in the Commission's report it is found the income derived from tuition fees in private bodies amount to 36 . 7%. This is the only management which levy fees and get income from running the school. And also from the report it is seen 20.3% of pupils reading in the elementary

schools pay fees. The constitutional direction~~e~~ is free and compulsory education upto the age of 14. Even though the compulsory part may take more time to be realised, the free part may be introduced at the earliest opportunity i.e. before the end of fourth year.

School Year

The age of entry and years of schooling are closely related to the number of working days in a year. Vacations and school timings have also a bearing. In table 1 it is seen that the working days ranges from 200 to 246. According to the Commission analyses it varies from 172 to 309. In our table also we can see in Bihar the working days rises upto 256 days. The Commission recommends 234 days for schools. The present average for all states comes to 220. Further, the Commission wants in an academic year the hours of instruction at the primary stage should be not less than 1000. According to the analysis taking the working days of a year as 220 and working hours per day as $5\frac{1}{2}$, the working hours works out to be as 1210 hours. Other states which fall below this national average of working days in a year should strive to reach the average. The Commission takes

into account the co-curricular activities also and as such the staff of schools who would be the much affected party need not worry, On this increase of working days because already they are turning out the same amount of work during the school day. It was also found from the analysis of subdivision 9 - the shift system is not common in different states and is followed only where there is overcrowding.

Managements.

A state can effectively implement the compulsory free education only if the managements co-operate with the state. From the responses^k sub-division 6, and from interview, it was noted that all the three managements - Government local bodies and private bodies are running institutions for Primary education. According to the Commission's statistics, percentage of schools running lower primary schools are, Govt. 21.2%. Local bodies 55.9% and private 22.2%. But when we look at the upper primary schools the percentage is as follows: Govt. 19.5%, local bodies 53.4% and private 27.1%. The institutions conducted by the local authorities are largest in number. The institutions run by private enterprise do not dominate in this area.

The present tendency is to enable the local bodies to run the primary schools. This is what they call Democratic Decentralisation. The recent resolution passed by the ^{Association of} ~~Assam~~ aided school Managers Madras, reveal that they themselves are against the private enterprise in the field of Primary education. Opinion is divided on this issue. It has got its own merits and defects. The Commission takes a passive view on this issue and gives a statement like efficiency and quality should be maintained and no parent should be made to feel the need to send his child to institution outside the system such as independent or unrecognised schools. Another feature of primary education is ^{Single} ~~simple~~ teacher schools and multiple class system. From the analysis of subdivision 13 - it is seen, all the states are ^{having} ~~bearing~~ single-teacher-schools. Multiple class system is nothing new and ^{foreign} ~~foreign~~ to what is happening in single-teacher schools. Single-teacher-schools is not a reality or cannot be in existence, if the multiple class system is not followed. So all the states given positive responses to both the items - Item C under subdivision 13 - reveals that there is no feeder school in any state.

CHAPTER - IV

CURRICULAR STUDIES

India is not the only country where the educational authorities find it difficult to frame a suitable curricula to schools. The school curriculum is in a state of flux all over the world today. Educationally advanced countries like U.S.A. find it difficult to make changes suited to the needs of their society. What of India an under developed country which still has a belief in tradition and also much faith in the British legacy. So the criticism is there that our curricula is outmoded and not properly designed to the needs of the society. The tremendous explosion of knowledge, the duration of the course and the demands of the society, make in one time or another some parts of the knowledge an useless educational lumber. This chapter analysis the existing conditions of curricular studies in different states of India and also the policy of nationalisation of text books in the light of the above arguments.

The present Picture: Mother tongue and Arithmetic

When analysing question number 14 it is seen that all states have mother tongue and Arithmetic common. Though mother tongue is there,

in states like Jammu and Kashmir and Punjab Hindi is taught as mother tongue though there are local dialects for the Community.

Mother tongue being Hindi for both the states of Rajasthan and Bihar, the problem of three language formula does not appear in those states. The newly formed states of Maharashtra and Madhya Pradesh use the Regional language as the mother tongue, for the children studying in schools of the area though they may be children of other linguistic groups. A recent order of the Madhya Pradesh Govt. that in some of its tribal schools, they are going to introduce the local dialects as the Mother tongue and use the same as medium of instruction makes all happy. The states that do not face any difficulty in the teaching of Mother tongue in Primary Schools are Andhra Pradesh, Bihar, Gujarat, Madras, Rajasthan, Kerala and Mysore. There is no dispute about the teaching of Arithmetic in all states in Elementary schools.

Science and Social Studies

All the states have these two subjects from the Primary to the upper Primary stage. But the name they give for the same subject is different. At the lower Primary stage, in standards I and II the

general science takes the name of Nature study.

Madras, Maharashtra and Andhra Pradesh use this name.

In the same states, in higher Primary stages the subject Nature study changes to 'General Science'.

In other states the name 'General Science' is given from the beginning of Standard I. About social

studies, this has also got a different name as

History and Geography. The latter name it gets at

the Higher Primary stage. But Andhra Pradesh, Jammu

and Kashmir give the name Social Studies from

Standard I to IV and from V they give the name History

and Geography. Bihar, Kerala, Madhya Pradesh, Rajasthan

Mysore, Punjab keep the name Social Studies from the

beginning to the end. Madras, Maharashtra and West

Bengal give History and Geography from the beginning.

It may be clearly noted the approaches to two i.e.

History, Geography and Social Studies are different

and the contents are also different. The Commission

at the lower Primary stage has left out the words

Science and Social Studies but has introduced a new

word like the Study of the environment. But they

want to cover ^{Science and Social Studies under} this. Even here they have left out

standards I & II, because the Commission thinks that

the Standards I & II should be one unit and it should

develop Language and Arithmetic which are the Basic

tools of learning. In the higher Primary stage these two names, Science and Social Studies emerge out distinctly. But they give History and Geography also with Social Studies. That means that the Commission does not want to take a stand on this issue. It leaves it to the States to decide for themselves. Even if a suggestion is made here that the name of Social Studies should be retained as against History and Geography, Madras Government which had recently switched over to History and Geography, because of their conclusion that Social Studies did not deliver its goods would be viewed derisively. So here is a dilemma and a further probe is needed. Another noteworthy feature is the experiment which Gujarat State is making by introducing a subject like General Knowledge which comprises History, Geography, Science and Civics. The contents of the subjects are not new to other States but only the name and the ^wexclusion of Science.

Physical Education, Arts & Crafts:-

All the states give importance to the above three areas. Only in name they differ. In some states for Physical Education they use drill in some States games. But the area covered under this heading is the same in all States.

Drawing and Arts follow the above Principle, but all States provide time for this subject. Crafts are also given proper attention in all States. Spinning and Weaving, gardening and Home Craft are the main crafts that are seen when an analysis is made in question no 14. In all States Crafts are taught even from Standard I . But according to the Commission's view it should start from Standard III and also the Commission removes the word Craft from the curriculum and introduces a new word, 'Work experience'. Even for the art they give the name 'creative activities' at the lower Primary Stage. But the name 'art' is retained in the Higher Primary Stage. The change of name means to the Commission a change of approach and curricular content So it is felt at the Elementary School Stage, a new rethinking is necessary under Physical Education, Arts and Crafts.

The two unique features that come out of this analysis are:

(1) Provision of health Education in West Bengal in the Primary Stage and Moral Instruction in Madras State. The Commission has recommended these two in the curricular Pattern which it had evolved.

Second and Third Language

The question of Second and third language in the primary stage is a real head ache to the educationist and administrators of different States. In analysing question 14, it is found, when it is not the mother tongue, Hindi the National Language is introduced in Standard V in all the States except Madras where it is introduced in Standard IX. The introduction of English in the Southern States of Andhra Pradesh, Kerala, and Madras, begins from Standard IV. In Northern States it is introduced at or after Standard V. The recent M.P.'s Committee has recommended two language formula. ~~of the existing conditions.~~ But when a review is made it poses a problem at the Primary stage. When Hindi is not the Regional language, how to introduce Hindi and English in the Primary Stage, when the pupils have already the regional language as their ^{first} language. More or less ^{this} ~~their~~ position drives one to accept three languages at the Primary Stage. When a perusal is made on this issue in the Commission's report one can get an ^{im}pression that they insist English more than Hindi. The Commission describes Hindi ~~as a link language~~ and ~~it links to~~ give a workable knowledge

in that subject. But when it speaks of English the 'Library Language', it says a strong foundation is necessary and it should be introduced in Standard II. It can be assumed that the Commission is favourable to English rather than Hindi. The appointment of the recent Nine member Committee' of the State education ministers on the language problem will reveal the magnitude and the necessity for an all India solution.

It is also seen from the analysis that Bihar introduces Sanskrit from Standard IV where as in Madhya Pradesh and Rajasthan Sanskrit is introduced in Standard VI on an optional basis. The Commission also feels that Sanskrit should be given ^{an} ~~one~~ optional place and that too from Standard VIII. The subject of Sanskrit in the curriculum is another thorn in the ~~wound~~ ^{wound}. Already we are not able to solve the three language problem. Sanskrit adds to that. There is some strong opinion that Sanskrit should be taught in schools because it is the cultural heritage of our country.

The Commission has brushed aside this problem of Sanskrit by suggesting Sanskrit may be taught combined with mother tongue. So a decision is necessary at this point what should be done and how it should be done or in other words to retain Sanskrit in curriculum or to do away with that.

Text Books

Text books have a place in teaching subjects. If there are no text books teachers and pupils will be at sea. The present books available in the market are not to the standard and also it was found that text books are published and sold on ~~profit~~ ^{profit} motives, and thereby they lacked the essentials of a good text book. So all the States except Gujarat have started Nationalisation of text books for the different Standards of the Primary Stage. The analysis of question no 16 is given in the table below to indicate in what Standards and in what subjects the Nationalisation has crept in.

Table No.2

Nationalisation of Text Books

Name of the State	English	Language	Hindi	Social S.	Sc.	Arithmetic.	Cost
Andra Pradesh	All	books	nationalised	upto	Elementary	stage	
Bihar	-	1.5	-	6.8	-	1.8	Ranging from
Gujarat	Not	Nationalised					
J. & K.	Nationalised			upto	Middle	Schoo.	
Kerala	4.7	1.7	5.7	5.7	5.7	5.7	
M.P.	--	--	1.8	3.8	4.3	3.3	
Madras	4.7	1.7	-	-	-	-	
Madharastra	--	1.4	--	1.6	--	1.7	
Mysore	Nationalised		upto	middle	school	stage.	
Rajastan	All	books	nationalised				
West Bengal	3.7	3.5		3.5	3.5	3.5	
Punjab	All	books	nationalised	upt	VIII	Standard.	

In general it is seen that Arithmetic, language and English get a top score in Nationalization. It is not known why one state has not undertaken this nationalisation. Considering the prices of Nationalised text books they seem to be low compared to the books in the open market. The cry of schools that the nationalised books do not reach them in time and the books are not to the standard in instructional materials have still to reach the ears of the administration. It is happy to note that attempts are made to distribute books free to children at the Primary Stages in Maharashtra, Kerala and Madras. But the beneficiaries are scheduled tribes in Maharashtra, Poor people in Kerala and Midday meals students in Madras.

Having discussed a sound basis for a curriculum pattern, it is proper to review what is prevailing in the evaluation side of the curriculum. Examinations are nothing but assessment of the curriculum. In the next chapter an analysis would be attempted on the prevailing conditions of examinations of ~~examinations~~ at the primary stages.

CHAPTER - V

EXAMINATIONS

Examinations is one of the means of assessing the educational growth of a child. Though this may be an imperfect tool, at the present moment there is no other tool which can measure or evaluate the growth. So all schools either primary or Secondary use this tool either periodically or annually. But no body is willing to do away with this system of Examinations which is imperfect and does not function properly. The weight given by the public to examinations and their results, have made the schools to strictly adhere to it. Curriculum is made subordinate to examinations. This has resulted in class examinations and a case for common examinations.

Psychology is full of quotations that there should be no examinations at the Primary stage because the pupils at that age can not stand the strain of writing a common or public examination. The current trend is to evaluate the pupil by cumulative card system during the whole period of study rather than concentrate their evaluation at the end of the period of study. To bring it into effect, public opinion should be changed. The schools are not able to change its pattern of examinations because of fear of public criticism. The table below on the next

page shows the stage at which the common examination is now prevalent.

TABLE NO.3
COMMON EXAMINATIONS

States	Std. of Common Examination	Agency conducting	Level at which conducted
Andhra Pradesh	VII	Edn. Dept.	State level
Bihar	VIII	Dept.	State
Gujarat	VII	Dept.	State
J. & K.	No Public Examination		
Kerala	No Public Examination		
M.P.	VIII	Divisional Supdt.	Regional level
Madras	No Public Examination		
Maharashtra	V, VII & VIII	Educ. Dept. & Jilla Parishads	Dt. and Regional level
Rajasthan	No Public Examination		
Mysore	VII	Edu. Dept.	District level
Punjab	No Public Examination		
West Bengal	IV	Dt. Edn Board	District level

It is seen only five states have no common Examinations. In all other states except

Bengal & Maharastra it is conducted at the end of the Higher Primary stage. In Bengal and Maharastra the examination is at the end of the lower Primary Stage. The agency conducting the examinations is the Education Departments of the respective States but the level at which it is conducted varies from District level to State level. The Commission also recommends, Periodic surveys by the District Educational authorities to assess the standard of performance of the schools in a given area, to maintain National standards of attainment. But the method suggested by the commission is different. They suggest to make this survey by means of standardised or highly refined tests prepared by specialists in the State evaluation organisations. So it would be seen a refinement is necessary for the conduct of examinations. Without saying, it could be understood that the present mode of examinations needs abolition. Why it still persists and what are the other factors that influence its retention and how actually it is conducted could not be seen by the answers to question 19. The Commission further moves to explain how question papers should be set and how it should be valued. Their recommendation is that State Institutes should take the setting of question papers and the staff of

schools should themselves value the scripts. The Commission thinks that this ^{will} ~~evil~~ make the State to move forward in the right direction in evolving a National Standard. The only difficulty is the establishment of State evaluation units at the State level and the preparation of standard and refined tests.

The teacher's role in the education of children could not be minimised though there might be a good curricula and a good evaluation tool. It is also necessary to see under whom the children are put to be educated. What are their general educational qualification? What are their professional training and their economic status? Each one affects the teacher as an individual and as a professionalist, which in turn affects the school pattern? In the next chapter let us see the position of teachers at the Primary Stage.

CHAPTER- VI

T E A C H E R S

Different factors influence the quality of education and teachers' ^{role}note goes in no small a measure to this list. Around him the whole system of Primary education revolves. He is the maker in the real sense of the term. Can he really create? Can he really enthuse the children? What are his potentialities as a professionalist? This chapter will bring out his qualifications, Professional training and the economic status of teachers.

Qualifications and Training

Circumstances compel us to go to the Commission's report when we see the varying nature of the training provided for persons having different general education qualifications. A unified pattern does not emerge out from the analysis of question 20. (Refer the table at the end of the chapter). But there is an inference that can be drawn that a two years' course has been provided for those who have passed the third Form or the eighth class and a one year training for the Matriculates. The Commission has recommended that the minimum general education qualification should be a Secondary school leaving

certificate for a primary school teaching^{er}. The period of professional training should also be of two years duration. If this is an accepted goal then the states listed below should attempt to reach the National Standard as early as possible.

1. West Bengal
2. Maharashtra.
3. Jammu & Kashmir

In the above states the period of professional training is only one year. The entrants also differ in general education qualifications. In Madras and Rajasthan two years of training is prescribed for non.- Matriculates. Rajasthan takes only Women to this kind of training because they want more women to come to the profession of teaching. This is a concession shown to them.

In Madras the two years training for non matriculates is still available though the Government is strongly opposed to this kind of training for non-matriculates. For political reasons and for keeping the percentage of the unemployed low this training is continued. But slowly they are raising the educational qualifications of the entrants.

Most of the people now under training are students who have not successfully completed the Secondary School Stage. The graph in the Education Commissions report clearly indicates the fall in the trained non - matriculates at the national level. During 65-66 the percentage of non - matriculates works out to be roughly 50%. There is also a confusion in the nomenclature in respect of the training provided for Primary school teachers. It need not ^{be} emphasised that a National Nomenclature should be evolved. From the analysis of question 20 (refer the table at the end of the chapter) under pay scales of teachers one special feature is noted i.e. the pay scales under different managements like Government Local Bodies and Private are unifying. This is a commendable feature and it might be conjectured that this uniformity in scales of pay would bring brotherhood in the teaching profession. The Commission also thinks alike, like a black spot in a good picture, Bihar, Jammu & Kashmir and West Bengal discriminate their Primary School teachers by giving them different scales of pay according to their management. The recent announcement of the Education Minister of West Bengal that he is going to remove the disparity makes one happy

The pay range in scales of pay in different states is between 50-250. The minimum is Rs. 50/- in Maharashtra and the maximum of pay in the time scale is seen in West Bengal. It is Rs. 250/- The scales of pay of a Primary School teacher having two years training, having a general qualification of Primary School Certificate is Rs. 50/- to Rs. 70/- In West Bengal it is the highest compared to other states i.e Rs. 150-250 and this scale is given to a teacher having ^{two} ~~1~~ years of professional training and having a general educational qualification of Matriculation. All other states fall between these minimum and maximum.

When we take up questions 22 and 23 regarding pay of Head teachers and other category of teachers no difference is seen from the general scales of pay available in the States. Additions of pay are given for the additional responsibilities they undertake. It is also seen from the data to question no. 20 that non - Matriculates with their professional training can teach up to the lower primary stage and Matriculates up to the upper primary stage. Untrained teachers have also been given the same privilege ~~if~~ their general education qualification compare equal with that of trained

teachers. Their pay is fixed and in all the states it is the minimum in the scale of pay of teachers of the respective grade. In all states it is seen that they are untrained teachers working in primary schools. Only in two states of Kerala & Madras, they are at the minimum. West Bengal according to the Commission report has only 38.6% of trained teachers. This means there are lot of untrained teachers working in primary schools. So that state would be finding it difficult to clear the back-log of teachers.

A separate issue & introduce the issue

Question No. 27 shows that subject teacher system is followed in the higher Primary classes and class teacher system in the lower primary classes. Kerala stands out because it introduces subject teacher system from Standard III

Question no. 21 analysis the relaxation given to teachers. All states are giving due leniency towards women, scheduled castes, scheduled tribes and backward classes. The relaxation they give is the reduction admission requirements to a teacher training institution. During training they are also given more stipends, lump sum grants for the purchase of equipment and loans.

The entrants of a training institution not only differ in general education qualifications, but also divide themselves into freshers and inservice candidates. In Kerala and Madras there are no inservice candidates. In all other states both come for training. In both Kerala and Madras the percentage of trained teachers is very high and as such the States do not appoint untrained teachers in school which in turn remove the inservice candidates coming for training.

Kerala is the only State which does not provide any monetary help for the freshers but all the other States provide monetary help ranging from Rs. 18-25/-. The inservice candidates are paid their usual pay and allowances. The fact that there remains an inservice programme for the training of teachers speaks that there is a lot of untrained teachers in the field of Primary education. Gujarat and West Bengal should take speedy steps to increase the percentage of trained teachers.

The nil responses to question no. 28 shows that no specialisation is insisted in the teachers of the Primary Schools either during training or at the time of admission to the training course. The elementary education being ^{an} ~~are~~ education of general

nature does not attempt any specialisation at the teachers' levels. So no attempt is made in this regard in any of the states.

The frame of a primary school of a National type is so far drawn by the discussion of years of schooling, curriculum, evaluation and qualified staff. It is now necessary to think about the supervisory and administrative aspects of this system also. The next chapter will be devoted to the aspects of supervision and administration of Primary Schools, in different States.

In the same chapter, the improvement schemes that are being taken up in different states would be taken up for discussion as it forms part of administration.

TABLE No- 4.
GENERAL AND PROFESSIONAL QUALIFICATIONS
OF TEACHERS WITH THEIR SCALES OF PAY

S. No.	Name of the State	Lower primary classes		Upper primary class	
		G. Quali- fication	Period of Trg. pay	G. quali- fication	Period of Trg. Pay
1.	Andhra Pradesh	Middle	2 Yrs. 65-115	Matric	2 Yrs 80-150
2.	Bihar	Middle pass 1½ "	-	Matric	2 Yrs 115-225
3.	Gujarat	P.S.C.	2 Yrs. 95-135	S.S.C.	2 Yrs 101-145
4.	J. & K.	Matric	1 Yrs. 70-180	Matric	1 Yrs 80-200
5.	Kerala	SSCC	2 Yrs. 85-160	SSCC	2 Yrs 85-160
6.	Madhya Pradesh	Matric	2 Yrs. 90-170	Matric	2 Yrs 90-170
7.	MAORAS	VIII Std.	2 Yrs. 65-90	Matric	2 Yrs 90-140
8.	Maharashtra	Primary School Certifi- cate	2 Yrs. 50-70	S.S.C.	1 Yrs 75-150 2 Yrs
9.	Mysore	Middle School	2 Yrs. 50-100	SSCC	2 Yrs 80-120
10.	Punjab	Matric	2 Yrs. 60-175	Not available	
11.	Rajasthan	Matric	1 Yr. 75-165	Matric	1 Yr. 75-165
12.	West Bengal	Non-Matric	1½ Yrs 105-125	Matric	1½ Yrs 150-250

CHAPTER VII

SUPERVISION, ADMINISTRATION & IMPROVEMENT.

In this chapter the supervision and administration of Primary Education would be dealt with a view to reason out, whether there is a case for a National Pattern in this area. Further in this chapter analysis will be made ^{about} ~~almost~~ structure of financial ~~sanction~~ that is in operation at the Primary School stage.

Connected with the finances - the Community involvement and other aspects like spreading the primary education providing in service education and improving the economic status of teachers are linked. So the above would also be looked into in the ~~next~~ ^{next} chapter. As it is seen from the table below the designation of officers who are connected with the ¹organisation of elementary education differ from State to State.

TABLE NO.5
ADMINISTRATIVE MACHINERY OF PRIMARY
EDUCATION

S. No.	State	Village level	Union or Tq. level	Dist. level	Regional level	State level
1.	A.P.		Dy. Inspt. of Schools	Dist. Edul. Officer	-	D.P.I.
2.	Bihar		Bloc Edu. extension officer & D.I.	Dist. Supdt. Edu. D.E.O.	Regl. Director	D.P.I.
3.	Gujarat		Extension Officer Edu.	Administrative Officer		D.P.I.
4.	J. & K.		Tahsil Edu. Officer	Dist. Insp. of Schools		Dy. D. of Education
5.	Kerala		Asstt. Edul. Officer	D.E.O.	Regnl. Dy. Director	D.P.I.
6.	M.P.		Asst. Dist. Insp. of Schools	D.E.O.	Ast. Divnl. Supdt.	Dy. D.E.
7.	Madras		Dy. Insp.	D.E.O.	Divnl. Insp.	D.S.E.
8.	Maharashtra		Edu. Ext. Officer	Edu. Officer	Dy D. of Education	D.E.
9.	Punjab		Bloc Edu. Officer	D.E.O.	Circle Edu. Officer	D.E.
10.	Rajasthan		Edu. Ext. Officer	Dt. Insp.	Dy. D.E.	Dy. D. of Ele. Edu.
11.	Mysore		Insp. of School	D.E.O.	Dy. D. of Instruc.	D.P.I.
12.	West Bengal		Sub-Asst. Insp. Dy. Asst. Insp.	Dt. Insp.		D.P.I.

It is seen from the analysis that both the supervisory ^{and} administrative functions are clubbed together in all the States except Bihar and Gujarat. In the above States there is one administrative Officer who looks after the administrative side of the Primary Education and another to look after supervisory work. The education Commission also thinks in the same way and it wants most of the administrative functions of the present officials should be taken out from them and they be made to do the supervisory work only J.P. Naik, former Adviser of Primary education, Ministry of Education, Govt of India also wants the same and he suggests the administration of primary education be given to a body which would perform its duties economically and efficiently whether the name given to such a system to centralisation or decentralisation. He further emphasis ~~as~~ that the supervisory officials should be government servants and the administration of Primary education should have nothing to do with them.

It is also seen from the analysis that the District School Boards , West Bengal and the District Education Committees of Gujarat attend

to the functions of administration. The experiments that are being conducted in Maharashtra and Andhra Pradesh by handing over the educational Administration and supervision upto the Secondary Stage to the Zilla Parishads are still to yeild results. It is premature to take any decision on its working now.

From question 31 it is seen that the education Department and the Block development authorities keep the controlling authority with them in the matter of transfers, appointments and promotions. Private bodies keep their powers with them in all these issues.

The analysis to question 30 reveals that all States have attempted to decentralise Primary education upt the Panchayat Samiti level. There is a lot of complaint from the staff working in primary schools under the managements of Panchyat Sanmitis as expressed by teacher educators at the time of interview. This means that they do not want to remain under Panchyat Samitis and they want the school to be taken over by Government. So the suggestion of Shri J.P. Naik that if the non-teacher costs are handed over to

School Committee which would look after all other aspects of education except teachers, then it would solve the problem and the Government need not take over the management of primary schools.

In the analysis of Q. 32, it is seen that the authority sanctioning funds for various items of expenditure falls on education department for government schools and Panchyat Samitis for Panchyat Union Schools. In the case of private schools except the pay of staff all other items of expenditure are borne by the private bodies themselves and later got re-imbursed either in full or proportionately according to the needs and situations.

Each state is keen to improve its elementary education and each one is launching its own programmes for the expansion and consolidation of primary education. Though these programmes have no place in the discussion of national pattern, they narrow the gap now existing in the way of evolving a national pattern. Other states could also draw suggestions for improving their primary education. So an analysis is essential to see what are the schemes in force in the field.

Improvement of Elementary Education

As already stated there are wide differences in the educational development in the different states. A reduction is necessary and a programme will have to be pursued with the other programmes that are in force in the different states. This chapter will deal with the free responses of the different states in the matter of compulsion, improvement of instruction, providing ~~new~~ equipment, improving the status of teachers both professionally and educationally.

In all the states it is seen from the responses to Q. 33. State Institutes of Education have taken the lead to arrange for in-service programme for teachers like seminars, short refresher courses, Orientations Programmes and extension services. Rajasthan has started the Correspondance Course for elementary school teachers. This is the only state which has given the lead. The Commission wants this feversspread to other states also. Madhya Pradesh has liberalised its rules both at the state level and at the university level, to enable the teachers to qualify themselves further, both professionally and educationally. The Education Ministers Conference

in Delhi on 27th of April 1966 also has put a seal on this issue by declaring that they would immediately pay their teachers according to the Commission's recommendation if the Centre is willing to share the expenditure upto 80%.

In the area of compulsion all the states are having their own programme like enrolment drive minimising the failures at the primary stage adjusting the school-timings to the local environment and also adjusting the school programmes to the needs of the society. Midday meals programme - CARE (Free distribution of kirk), free supply of uniforms, free supply of books and scholarships are also in force to bring and keep more. Other states in India are also providing opportunities for the teachers to qualify themselves. In most of the Universities in India there is provision for the teacher-candidates to sit for the higher examination without putting the necessary attendance.

All states have also mentioned that they are taking steps to improve the pay scales of their teachers. The Govt. of India is also keen on this issue.

Children in school

For items c, d, i, under Q. 33 school improvement movement is suggested by Maharashtra, Rajastan and Madras. The Commission also favours this - If this is organised well, most of the ills of primary education would be cured. The only requisite here in this movement, is the spirit of the scheme should spread by inspired workers. Then it would yield results as ~~as~~ demonstrated in the Madras state. So there is every need for the other states taking this scheme. They should also try to implement the scheme in the light of the recommendations of the Education Commission.

Now a national pattern of education at the primary stage would emerge, now because the analysis of the previous parts have high lighted the striking features under each area. In the next chapter, the findings suggestions and needed research would be listed, to enable all to have a clear picture of elementary education in different states with reference to national goals and policies.

CHAPTER - VIII

SUMMARY, CONCLUSION AND RECOMMENDATIONS

India is a vast country. It has fifteen states. Each state is responsible for making policies on education and also executing them. This state of affairs makes for the variety that now exist in the country in primary and secondary education levels. But the cry of the country is for national unity and integration. How is this possible? Education is one instrument which can bring about this change and that too if attempts are made at the primary level, where the pupils are pliable for modifications and change of behaviour.

The study was taken as a forerunner, for the later studies which are necessary if we aim at national integration.

This study is a comparative ~~are~~ on the patterns of elementary education in different states.

This was attempted by the interview and Questionnaire method. Questionnaires were sent to educational administrators and the data was collected. The teacher-educators were approached for information regarding the status of elementary

education and their replies were used in the study. This study lacks the information regarding three states. They are Orissa, Uttar Pradesh and Assam.

The salient features brought out from the studies show lot of variations. Similarities are far and few. Similarities that are there is in some states if adopted by all states by taking bold steps would reduce the dissimilarities and this in turn would bring national integration and framing of national policy in Elementary education.

The study revealed the variations in the following areas.

- 1) Names of primary schools
- 2) The duration of schooling
- 3) The age of entry into the school
- 4) Working days
- 5) Free education
- 6) Curricula
- 7) Evaluation
- 8) Training of teachers
- 9) Scales of
- 10) Admissions requirements to Training institutions

- 11) Designations of supervisors
- 12) Administrative set up and
- 13) Improvement schemes.

As it has been stressed earlier the aim is to evolve a national pattern. On the basis of the previous discussions, the following suggestions are offered which are not very much linked with finances and which are workable but the only thing needed is the will to move in the direction of national Unity.

The suggestions that are the outcome of the study are:-

Administration

- 1) The administrative control of Elementary education should lie with a board at the district level. A common name should also be evolved like that of L.E.A. in England.
- 2) Teachers should be given sufficient protection by placing their appointment transfers and promotion in the hands of a committee consisting of officials and non-officials, the officials forming the majority.
- 3) Panchayat unions should be entrusted with the administration of schools on teacher-costs.

Organisation

- 1) There should be one name for Elementary education - either Lower Primary and upper primary or Lower Primary and higher primary as suggested by the Commission.
- 2) The years of schooling or the duration of the course should be seven years in all states. This is vital for the development of elementary education and also Education in general. States should strive for this.
- 3) Age of entry to primary school should be decided at the national level. It can be anything between 5+ to 6+. But a decision is necessary for the future planning of Educational development, the age of entry is important.
- 4) Education should be free to all upto primary stage.
- 5) The working days in a year for a primary school should not be more than 220 days and not less than 200 days.
- 6) Every primary school should work for at least 5 hours a day.

- 7) Single teacher schools should be made into a two teacher schools as soon as conditions become favourable.

Managements

- 1) The management of schools may be left to the local Committee in the area comprising of officials and non-officials.

Curriculum

- 1) A common ^{name} case of subjects is necessary at the primary stage - contents may vary according to environment and needs.
- 2) At the primary stage, three languages are essential till some time to come. If the emotion attached with this language problem dies down, a reassessment of the needs can be made.
- 3) All books should be nationalised at the primary stage and they should be supplied at a subsidised cost.

Teachers

- 1) There should be a uniform pattern for training of teachers for the primary schools. It should be of two years duration and the

minimum qualifications should be secondary school leaving certificate examinations.

- 2) A minimum pay should be fixed for a primary school teacher. There may be deviations but these will be in the nature of additions to pay.
- 3) Student under training should be given sufficient monetary help.

Supervision

- 1) The designation of officers supervising the primary schools should be the same in all states.
- 2) The supervisory officers should be under the control of the Government.

Evaluation

- 1) There should be no common examinations in the middle or at the end of the Primary stage.

Improvement Schemes

- 1) All states should start schemes like school improvement to enlist public co-operation in the field of primary education.

- 2) A scheme should be evolved to make primary school teacher feel wherever he may be working in India that he has brothers and sisters outside his state working for the same cause with the same interests and enthusiasm. This is essential for the National integration. If the seed is sown in the teacher's heart, then it would reflect in his action.

This study also necessitates a further probe into some of the problems because here a status study alone was attempted. So a few areas are suggested here for further research.

Needed research

Administration:

- 1) Is there a need for the private management to remain in the field of primary education?
- 2) Is it always necessary to provide free education upto the primary stage?
- 3) What are the educational consequences of providing free education the school stage?
- 4) Public opinion survey of language formula in primary stage.

- 5) Public opinion survey on the age of entry to a primary school.

Text Books

- 1) Effect of Nationalisation of text-books a primary schools.
- 2) Qualities of nationalised text - books
- 3) Cost of production of nationalised books and their marketing.
- 4) The process involved in the writing of nationalised text - books.

Teachers

- 1) The need of a primary school and the professional training that is provided for a primary school teacher.
- 2) Personal cost involved in the teacher training and ways adopted at present in meeting them.
- 3) The merits and demerits of class teacher system and subject teacher system in primary schools.

Evaluation

- 1) Production of refined tests to assess the standards of institutions.

Improvement

- 1) How to make the community involve it
self in the educational activities of
the school?

APPENDIX -1*

INTERVIEW SCHEDULE

The teacher educators are interviewed having this this schedule: -

1) General pattern of Elementary education

- i) nomenclature
- ii) years of schooling
- iii) compulsory education
- iv) Age of entry
- v) different managents running the elementary schools

2) Curriculam - courses of study

- i) subjects taught
- ii) practical subjects included
- iii) languages taught and where they are introduced.
- iv) nationalisation of text books.
 - a) upto what class
 - b) what subjects.

3) Examinations

- i) Is there a common examination,-
If so who conduts it - how.

4) Staff

- 1) General qualifications
- 2) Professional qualifications
- 3) Nature of teacher training needed and its duration.

- 4) Pay scales of teachers - trained and untrained.
- 5) Who appoints them and transfers them.

5) Supervision and Inspection

- 1) Who is the inspecting authority?
- 2) Who is the controlling authority?
- 3) General pattern of the administration of the Department of Education
(the officer connection with elementary education may be mentioned from the village level and state level)
- 4) The role of Panchyat, Panchyat Samiti, Zillhaprodins and Govt in the field of Elementary Education.

6) Grants.

- 1) Who pays the teachers?
- 2) How are they paid?
- 3) What are the other grants given to elementary schools and how they are given.

- 7) What are the other schemes in force to uniform elementary education your State?

APPENDIX - II - QUESTIONNAIRE

DEPARTMENT OF TEACHER EDUCATION

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH & TRAINING

33, CHHATRA MARG, DELHI-7

" A Comparative Study of the potterns of
elementary education in different states of
India in the light of the recommendations by
the Indian Education Commission.

**A COMPARATIVE STUDY OF THE PATTERNS OF ELEMENTARY EDUCATION
IN DIFFERENT STATES OF INDIA IN THE LIGHT OF THE RECOMMENDATIONS
BY THE INDIAN EDUCATION COMMISSION.**

-:0:-

1. Patterns of Elementary Education:

1. Please check mark () the appropriate item.

The first level of education is called (all schooling before the child enters the Secondary Stage)

- | | |
|-------------------------------|--------------------------|
| _____ a) Elementary education | _____ b) Basic education |
| _____ b) Primary education | _____ d) |
| _____ e) | |

2. The span of first level of education in years :

- | | | | |
|--------------|--------------|--------------|---------------|
| _____ 1 year | _____ 2years | _____ 3years | _____ 4years |
| _____ 5year | _____ 6years | _____ 7years | _____ 8years. |

3. Are there any sub-stages in the first level of education? If so give particulars below.

SUB-STAGE OF EDUCATION	No. OF YEARS OF SCHOOLING
------------------------	---------------------------

- i)
- ii)
- iii)
- iv)

4. Upto what age of the child compulsory education is enforced in your state. Age _____

5. Please state the age of entry of elementary schools. Age _____

6. Name the kinds of managements running the elementary school in your state.

- | | |
|-----------------------------|--|
| _____ a) Government | |
| _____ b) Private | |
| _____ i) aided | _____ ii) unaided |
| _____ iii) missionary | _____ iv) educational trusts, societies etc. |
| _____ c) Local bodies. | |
| _____ i) Zilla parishads | _____ ii) School boards |
| _____ iii) Municipalities | _____ iv) Panchayat Samiti |
| _____ v) Village Panchayats | _____ vi) |
| _____ vii) | |

7. Please state the number of working days in elementary schools for a year.

Working days_____

8. How many hours do the elementary schools work in a day.

Morning session_____hours. Evening session_____hours.

9. Please state whether there is double shift system is followed in elementary schools. If so mention the number of hours for each shift.

10. Mention the standard upto which education is free in your state for the children of the following categories of parents.

Category : Standing upto which education in force.

_____i) General Public_____ iv._____Sch. castes_____

_____ii) Govt. servants_____ v._____

_____iii) Women_____ vi._____

11. Are there fee charging elementary schools in your state.

Yes _____ No._____

12. What are the approved rates of fees charged for the standards given below :

Tuition fees charged

Standard	Private bodies	Local bodies	Govt.
i			
ii			
iii			
iv			
v			
vi			
vii			
viii			

13. Please check mark whether the following are in force in your state.

_____ a) Single teacher schools.

_____ b) Multiple class system.

_____ c) Feeder schools.

II. Courses of Study.

14. Please check under the appropriate column to indicate the subject, prescribed in the elementary education curricula of your state.

Subjects	Standards							
	I	II	III	IV	V	VI	VII	VIII
Mother tongue								
Hindi								
English								
Sanskrit								
Arithmetic								
Nature study								
Gen. Science								
History								
Geography								
Social Studies								
Physical education								
Drill								
Games								
Music								
Art								
Drawing								
Craft (Pl. specify)								
a)								
b)								
c)								
d)								

15. What is the medium of instruction in elementary schools?

_____ a) Mother tongue	Name the mother tongue_____
_____ b) Hindi	_____ c) English
_____ d) _____	_____ e)
_____ f)	

16. a) Please state upto what standard the school text-books are nationalised.

Subject	Standard upto which books are nationalised	Approximate cost of the book. Rs. Ps.
---------	---	--

(1)

(2)

1)

2)

3)

4)

5)

b) Please state whether the books are supplied free of cost or at subsidised rates.

i) Free ii) Subsidised

III. EXAMINATIONS:

17. Please state whether any common examination is conducted on completion of education of classes.

Class for which common examination is held.	Agency conducting the examination.
---	------------------------------------

a)

b)

c)

d)

18 Who conducts the annual examination in the elementary schools ?

Agency conducting the examination _____ Grades _____
I II III IV V VI VII VIII

_____ a) Headmaster

_____ b) Class teacher

_____ c) Subject teacher

_____ d) Deputy Inspector of Schools

_____ e) District Education/
Inspector of School

_____ f) Outside agency (Please specify)

_____ g)

_____ h)

_____ i)

19. Give a brief description of how the common examination is conducted.

IV. TEACHERS :

20. Please supply the particulars regarding teachers working in elementary sch.

Teachers of	Min.Gen. 'qualifications	'Profes- sional 'quali- fication	'Period of training	Pay of scales under			Whether an untrained teacher can teach these cl- asses
				Govt.	Local bodies	Private.	
A) I Std.							
b) II							
c) III							
d) IV							
e) V							
f) VI							
g) VII							
h) VIII							

21. Please mention whether any relaxation of qualifications Academic or professional is in operation.

For whom relaxation is given

Nature of relaxation.

- ___a) Women teachers
- ___b) Sheduled castes
- ___c) Backward classes
- ___d) Sheduled tribes
- ___e) Political sufferers
- ___f) Refugees
- ___g) Victims of natural calamities
- ___h)
- ___i)

25. What type of candidates are admitted to the elementary training institutions.

_____a) fresh candidates.

_____b) candidates having minimum experience.

_____years.

_____c) both freshers and inservice candidates.

26. The nature of monetary help given to the student teachers.

_____a) Full salary and allowances

_____b) Stipends. Please specify amount per month _____

_____c) Scholarships. Please specify amount per month _____

_____d) Any material help, please specify _____

_____e)

_____f)

27. Please put a tick under appropriate column to indicate whether class teacher system or subject teacher system is followed in different standards of elementary schools.

Standards	Class teacher	Subject teacher	both
I	:	:	:
II	:	:	:
III	:	:	:
IV	:	:	:
V	:	:	:
VI	:	:	:
VII	:	:	:
VIII	:	:	:

31. Who is the controlling authority of elementary schools in the matter of transfers, appointments, promotion etc.

Managements	Description of Officers or Name of Committees
A) Private elementary schools	
i) Trust	
ii) Regd. Society	
iii) Missionary	
b) Local bodies	
i) Panchayat Union Schools	
ii) Municipal Schools	
iii) Z.P. Schools	
iv)	
c) Government Schools	
i) Under Education Departments	
ii) Under various other departments (Specify)	
iii)	
iv)	

32. Who is the authority to sanction funds for the following items.

Designation of Officer
or authority

a) Pay of staff

b) Buildings

 i) repair

 ii) new construction

 iii) additions

c) furniture

- i) fresh purchase
- ii) repairs
- iii) additions

d) Library books

e) Laboratory

f) Physical education equipment

g) craft

- i) raw materials
- ii) equipment
- iii) repair to equipment

Designation of Officer
or authority.

h) Stationery and Printing

i) Petty recurring expenditure

j) rents to buildings

k) sanitation

l) scholarships.

33. What are the schemes now in force to improve elementary education in the following areas (a short description may be given against each item).

a) Bringing more children to school.

b) to keep more children in school.

c) to provide more school houses.

d) expansion of schools classes and sections.

e) to improve the quality of instruction in schools

- f) to improve the economic position of teachers.
 - g) to provide for the inservice growth of teachers
 - h) to clear the backlog of untrained teachers.
 - i) to provide more equipment to elementary schools.
-

APPENDIX-III

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